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ABSTRACT

In 1970-1972 a Texas high school in a bicultural community piloted a motivational program of English, Language Arts, and Social Studies skills designed to involve disadvantaged students (mostly Mexican American) in positive, creative outlets to alleviate a negative self-concept. Four teachers plus Title I Migrant aides used a team teaching approach to provide specialized counseling and raise student achievement to that of the peer group. Oral language development was reinforced using Buy's "Speaking By Doing"; reading improvement was based on the Westinghouse PLAN kit; and social studies programs were centered around thematic film units. Project evaluation consisted of standardized testing, teacher observation, and academic success of students in other classes. In 1976 the program was changed to 18 individualized quarter courses including media study, reading skills, economics, American culture, Mexican culture, and Spanish. Proration of all students into the courses eliminated stigma but caused problems due to the inflexible guidelines created by various federal funding agencies. Therefore, it was recommended that all federal programs should be consolidated using Title I supervisors to regulate funding applications; all eligible students should be labeled "disadvantaged"; and annual funding should be based on the number of students plus a percentage of additional monies. Brief descriptions of several program courses are included. (SB)

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SERVICE DELIVERY TO BILINGUAL POPULATION IN RURAL AREAS

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RC 011358

SERVICE DELIVERY TO BILINGUAL POPULATION IN RURAL AREAS

The educational needs of children of bilingual parents once centered around the child of Mexican-American heritage. In Texas and the Mexican Border States, however, with the influx of immigrants from Viet Nam and other East Asian countries, the needs have expanded to include: (1) bilingual education (not just Spanish, but various dialects of Vietnamese (8), (2) support classes (3) English as a second language, and (4) tests for placement. These educational needs have developed into a situation that would be impossible for the local school districts to cope with unless they received federal assistance.

In Texas, the educational needs for children of migratory parents, approximately 93 percent Mexican-American, began to receive special attention in early 1960, bringing about the Texas Project for the education of migrant children. Starting in the fall of 1963, through the use of State and local funds, the project provided special educational services for approximately 3000 students in five school districts (In 1978, there were 85,302 children in 280 school districts.). For the period of 1963-65, the project continued to grow but remained a State and locally funded project. In 1965-66, the first infusion of federal funds supplementing the project began with a grant of over $3.3 million from the Office of Economic Opportunity. This was through Title III-B of the Economic Opportunity Act of 1964. Following this initial grant, an additional grant of $900,000 was extended in 1966-67, in addition to a grant of $2.3 million from Title I of the Secondary and Elementary Education Act.

Since 1966-67, the Title I grant has increased to the point that migrant education is funded almost entirely by federal sources.

In June 1977, the philosophy under which the Texas Migrant Education Program funded through ESEA, Title I Migrant, was adopted as follows:

> The Texas Migrant Program is based on the belief that the purpose of the public school system is to provide educational opportunities for all children.
>
> The migratory student in Texas needs special help because of
>
> - the mobility of the family, and
> - the difficulties experienced with the use of English as a second language or because of regional dialect.
>
> The Texas Migrant Education Program is committed to the philosophical principles which provide the basis for
>
> - a program that will help the migrant realize the highest possible potential creativeness, and usefulness, and
> - a program that will prepare the migrant to function adequately in the mainstream of the educational program.

This basic philosophy is broad based enough to meet the needs of any geographic location and ethnic make-up. For example, from 1970-72, I served as assistant high school principal, becoming high school principal in 1974, in a community with a student population of 90% Mexican-American, 10% other. In 1976, I moved to my present position, Superintendent of Schools, in a community made up of 86% Anglo, 13% Mexican-American, .4% Black. In each location the primary concern was to develop the child to his/her fullest potential; however, the approach is vastly different in South Texas, where the basic approach is to teach the child, in grades K-6, his/her mother language and give help in the second language, usually English. In Central Texas, where the population is

predominately Anglo, the child is taught in English and given support in his/her second language. The approach of teaching in English with support in the second language is necessary for the Central Texas area, because of the multitude of languages and dialects found in the area surrounding the military bases.

In my high school in 1970-72, we acquired the opportunity to pilot a motivational English, Language Arts, and Social Studies program (A similar program was also introduced at the junior high.). We based our needs on the characteristics generally found associated with Title I students: low level of performance in academic programs, poor grades, high dropout rates, and illiterate graduates resulting from such things as irregular attendance, frequent transfers, low-socio-economics, traditional programs of instruction, staff incompetencies, and community mores.

These needs made us realize that various special programs and continuous staff development were providing support and concern for pupils as individuals. Nevertheless, many junior high and high school students had not been exposed to opportunities similar to those of the elementary students (small groups, one to one). With the district's policy of social promotion, the students were forced to arrive at the second level without the skills necessary to succeed in academic subjects. The years of constant failure had a debilitating effect upon these students. Loss of self-esteem was compensated for by misbehavior. Principal and counselor records indicated that a group of sixty-two seventh grade students, with a mean reading level of 3.5, had an excessive number of discipline problems during the first five months of the 1973-74 school year that resulted in two suspensions and ten incidents

requiring the principal's attention. In addition, most of these students appeared apathetic about their classwork.

Most of these students remained in school only because they were, by law, required to. The report of counselors that each of the eighty-seven dropouts from the high school during the school year of 1972-73 was functioning below the 25th percentile in reading is consistent with research of others. Karlin reported that according to one study, 49.9 percent of the students in the lowest quartile, as measured by reading test scores, left school before the twelfth grade (1). Frandsen reported that facets of morale, such as self-discipline, adherence to social values, and constructive endeavor, have significant relationships to achievement (2).

Our program was designed to involve students in positive, creative outlets in order to alleviate negative self-concepts which tend to manifest themselves as a general negative attitude toward society and authority.

In a community characterized by diverse cultural influences, there was need for a program that is accountable for considerations at a bicultural level. Students, at all levels, need a program that begins "where they are." They need, at all levels, to build new skills, to relate new knowledge and to expand information they already have upon the foundations they have established. Secondary students identified with Title I guidelines were predominantly Mexican-American. There was a need for a program that utilizes the bicultural nature of the community if school participation, with regard both to motivation and mode of learning, was to be successful.

We know that most teachers are familiar with academic success. They know from personal experience what it means to want an education and to value and earn a college degree. They have not experienced school as an environment within which the student perceives himself as unable to succeed and protects his self-image by

choosing not to try. Students know intuitively when they have a teacher who is sincere about his concern for them as individuals. The potential dropout needs a teacher who values and accepts him as a whole person. He needs a teacher who responds, rather than reacts, to the need for change. With these ideas in mind, we realized a need for inservice priorities. Secondary staff members of this program had to be sensitive to the effect of their own behavior upon student attitudes toward learning. They had to value a program in which student performance replaces content coverage as the focus of attention. The teachers' role was to:

(1) provide an extra amount of specialized counseling that will help overcome many of the attitudes and concepts about education which the students have, by (a) peer counseling, (b) group and individual counseling, (c) career counseling.

(2) provide better orientation and training of staff to better insure their understanding and helpfulness toward offering the kind of education needed by these young people.

(3) establish an educational program uniquely designed for these students with the characteristics noted in the component to operate within the framework of a public school system, the ultimate purpose being to serve disadvantaged (academically alienated) students in such a way as to enhance the probability of their becoming economically self-sufficient and to assume the responsibility of citizenship in the community.

(4) bring the student's achievement level to that of his peer group requirement in order that he might function without social rejection.

The program was implemented by 2 language arts teachers as well as two resource teachers with specific competencies in social studies in a special classroom assignment. In order to provide for large and small groups as well as individual activities, an open concept area was utilized with teachers functioning in a team teaching approach.

The use of Title I-Title I Migrant aides provided supervision for varying group activities. By providing a common planning period, maximum use of facilities was made possible. Thus, four modes were followed:

(1) whole class for film viewing.

(2) large groups for speech activities the Scholastic Contact unit which involved filmstrips and presentations requiring an audience.

(3) small groups for production of media projects and evaluation of these and the commercial films.

(4) individual work in the Westinghouse newspaper reading unit. Students could also elect to produce individual projects.

Additional opportunity for academic and social interaction was provided through units designed to explore the world of work. Units of study included:

(1) orientation of self and society.

(2) economic understanding.
   a. employment
   b. economic systems
   c. finance

(3) effective citizenship

(4) international understanding

Students were to develop skills in the total context of language arts and social studies that would enable them to function in an effective manner in the world in which they live.

Students in grades 9-12 on the high school campus participated in a program centered around thematic film units, adapted from A Bookless Curriculum by Roland G. Brown. The students viewed a film and then met in small groups to discuss and evaluate. Questions and evaluation forms were made available from

the instructors. Proposed themes include (a) the uniqueness of each individual, (b) communication, (c) justice and injustice, (d) moral dilemma, (e) people, problems, and ideas, (f) propaganda, politics, and power. A seventh unit, what makes people laugh, was to be used periodically. Oral language development was reinforced by activities from William E. Buys Speaking by Doing text. Areas relating to the film themes included (a) speaking-listening, (b) speaking and listening for fun, (c) persuasive speaking-critical listening, and (d) problem-solving.

Instruction to improve reading was based on a Westinghouse PLAN kit which utilized newspapers for reading material, thus enabling the students to gather current information for media projects. The production of these media projects was not only to offer motivation for language development but also provide a subjective means of evaluation. As the necessary skills were acquired, students progressed from production of a sound tape to more complex projects including slide-tape presentations, T.V. commercials and shows, and 8 mm sound films. Students were encouraged to enter their films in the Texas Student Film Festival sponsored by the Texas Education Agency. Students indicating a concurrent interest in these social studies activities were encouraged to develop projects that would be entered in the natural science fair competition.

In order to evaluate adequately the success of instruction and to ascertain student achievement of performance objectives, the testing was to be varied. Despite the subjectivity involved, teacher observation was an integral part. Attendance patterns were reviewed. In addition, academic success in regular classes would further prove the value of the program. The media projects were also a part of the evaluative process.

Standardized testing included (a) the Scale for Rating Pupil's Ability in Speaking English, (b) the Durrell Listening-Reading Test, and (c) the Stanford Diagnostic Reading Test, mainly for prescriptive purposes. Opinionaires to students and parents were also used. Appropriate forms were administered prior to and at the conclusion of the instructional period.

In 1976, we changed the format of BOLD to individualized quarter courses because we moved into our new high school complex, and, having spent a year in the open concept, we found that smaller groups with only one thought was more productive. Through discussion with the teachers and students, I felt that the stigma of being a "migrant" or "Title I," served as a mental block for most of the participants, thereby eliminating the fullest development possible. To eliminate any discrimination, either by title or by being ineligible to receive supportive services because of financial conditions, educational development or whatever, I received permission to pro rate my student enrollment and thereby allow all students to participate. For example, our funding was 60 percent migrant, 30 percent Title I, and 10 percent local. Our classes, therefore, consisted of the same make-up as our funding, and no student knew who was a migrant, who was Title I, and who was local. In our new format, we established eighteen quarter courses, each 12 weeks long. Included in these were:

1. BOLD
2. Write It Right
3. Film Study
4. Building Your Own Dictionary
5. Radio Studies
6. Television Studies

7. Basic Reading Skills

8. Developmental Reading

9. Speed Reading

10. Reading for Research

11. Nonfiction

12. Reading for College

13. Economics

14. American Cultures

15. Reading and Writing Spanish

16. Mexican Folklore

17. Mexican Culture

18. Mexican Literature

Each of the quarter courses was developed from our first year's experience. As you will note in the following course description, we maintained a high interest approach while getting basics across:

> The emphasis will be on creation of media projects-slide shows, TV commercials, movies-which will encourage the development of oral language. Reading and writing will be kept to the minimum necessary to produce the projects. Commercial films will be used only to teach the skills needed in students' own projects.
>
> Terminal Performance Objective: Upon completion of one to three quarters during the 1975-76 school year, the participants in grades 9-12 on the high school campus will on the average demonstrate a gain of one point on a scale of five in English oral language fluency as measured by teacher observation using the Scale for Rating Pupil's Ability in Speaking English.
>
> Enabling Objectives:
>
> The students will
>
> (1) demonstrate aural comprehension by their ability to (a) follow directions; (b) relate main ideas and supporting details; (c) distinguish facts, opinions, inferences; (d) identify purpose; (e) recognize cause and effect; (f) arrange sequential events; and (g) evaluate propaganda.

(2) demonstrate improvements in the basic skills of communication; (a) pronunciation, (b) intonation, (c) structure.

Activities:

The students will

(1) individually record own voices reading a short selection and giving a brief biographical sketch without notes for private auditioning.

(2) in group, write a radio newscast; rehearse and record.

(3) individually prepare snapshot sequence and give oral story presentation.

(4) in groups, prepare a TV commercial to be video-taped by (a) creating a product, (b) drafting a script, (c) designing a set and props (d) rehearsing.

(5) in groups, write script, arrange slides, create sound effects for a slide-tape presentation.

(6) view and discuss sample commercial films.

(7) read and discuss actual movie script.

(8) visit film company on nearby location.

(9) in group write a movie script.

(10) prepare and film an 8 mm movie.

Although we lost the team approach in our teaching, the basic evaluation techniques used in our first phase were continued in the second: (a) the scale for Rating Pupils' Ability in Speaking English (b) the Durrell Listening Reading Test, and, (c) the Stanford Diagnostic Reading Test.

To create an interest in writing, the opportunity for everyone to find success was offered in our basic program, "Write it Right":

WRITE IT RIGHT: Terminal Performance Objectives
(Pretest to determine individual need for instruction.)
Note: Students' sentences should be collected for use as exercises.

1. Given the basic sentence patterns, the student will demonstrate ability to write simple sentences with 80 percent accuracy.

2. In writing simple sentences, the student will employ subject/verb agreement with 80 percent accuracy.

3. After reviewing the rules of captalization, the student will apply these rules with 90 percent accuracy in writing simple sentences.

4. In writing simple sentences, the student will punctuate according to the conventions of written English with 70 percent accuracy.

5. The student will use coordination and subordination in writing sentences with 70 percent accuracy (including correct punctuation).

6. Given fragments and run-ons, the student will re-write the sentences with 80 percent accuracy.

7. The student will use pronouns in writing sentences with 80 percent accuracy.

8. The student will follow idiomatic use of prepositions with 80 percent accuracy.

9. In writing sentences, the student will employ parallelism with 80 percent accuracy.

10. Given the eight suggested methods, the student will use variety in writing sentences.

11. The student will demonstrate ability to combine sentences by using participial phrases with 80 percent accuracy.

12. The student will imitate the style of professional writers with 70 percent accuracy.

Combining the three principal means of communication seeing, writing and listening, Film Study allowed the student to develop his/her skills:

> Film Study: Terminal Performance Objective: Upon completion of twelve weeks study during the 1975-76 school year, the Title I (or Title I Migrant) participants in grades 9-10 on the high school campus will on the average demonstrate a gain of one point on a scale of five in English oral language fluency as measured by teacher observation using the Scale for Rating Pupil's Ability in Speaking English.

Program Activity: A one-quarter course entitled Film Study will encourage oral language development through viewing and analyzing commercial films, chosen for relevancy and student appeal. Film-viewing will be followed by discussion sessions. Students will be asked to evaluate these films after establishing the criteria for judging. By coordinating this course with the BOLD program, students may have an opportunity to critique the media projects which will be produced.

Evaluation Plan: Pre- and Post-tests will be by teacher observation using the Scale for Rating Pupil's Ability in Speaking English.

Knowing the meaning of words in isolation is not of much value. The important thing is to know when and how to use them. Thus we began an intensive study of using the dictionary:

Building Your Own Dictionary: Terminal Performance Objective: Upon completion of twelve weeks study during the 1975-76 school year, the Title I (or Title I Migrant) participants in grades 9-11 on the high school campus will on the average demonstrate one month's gain for each month of instruction. As measured by the Iowa Test of Educational Development: Test 8, General Vocabulary.

Program Activity: In Building Your Own Dictionary, students will demonstrate an increased vocabulary through more sophisticated use of dictionaries, oral practice, use of synonyms and antonyms. Vocabulary words will be drawn from newspapers, radio and TV, textbooks, and other sources which students are expected to use and read, thus insuring practical rather than literary words. Learning activities will emphasize a speaking/reading vocabulary, not written.

Evaluation Plan: The pre- and post- tests will be the Iowa Test of Educational Development Test 8, General Vocabulary.

To see ourselves as others see us often leaves a new impression. Through the use of television we are able to see as well as hear:

Television Studies: Terminal Performance Objective: Upon the completion of twelve weeks' study during the 1975-76 school year, the Title I (or Title I Migrant) participants in grades 9-12 on the high school campus will on the average demonstrate a gain of one point on a scale of five in English language fluency as measured by teacher observation using the scale for Rating Pupil's Ability in Speaking English.

Program Activity: Television Studies, like Radio Studies, will provide an opportunity to increase oral language skills but through the medium of television. Students will observe and analyze the techniques involved in TV programs. Then by using video-taping equipment, students will produce their own TV programs. Field trips to a local TV station will be a part of the activities.

Evaluation Plan: Pre- and post- tests will be by teacher observation using the Scale for Rating Pupil's Ability in Speaking English.

The ability to read is a skill that everyone needs; therefore, we felt that our basic reading program should be encouraged. Reading advanced from basic to speed reading, from reading for research to reading for college.

Basic Reading Skills is a course in basic reading providing opportunity for the student who is reading below grade level as determined by Stanford Achievement Test in Reading. The course may be repeated as many times as the student and the instructor feel beneficial.

This class, focusing upon word attack, syllabication, reading for the main ideas, sequence, and inference as well as listening skills and improving reading rate, will be individualized as much as possible. The Stanford Diagnostic Reading Test will be used for prescription.

Students entering high school reading much below grade level as determined by the Stanford Reading Test will be strongly encouraged to take this course before enrolling in other English electives.

Terminal Performance Objective: Upon completion of one, two, or three quarters at the student's option during the 1975-76 school year, the Title I (or Title I Migrant) participants in grades 9-12 on the high school campus will on the average demonstrate one month's gain per month of instruction in basic reading skills as measured by the Nelson-Denny Reading Test, Forms C and D (Houghton-Mifflin).

Enabling Objectives:

1. Given test sheets containing the Dolch basic eight words grouped by threes, the student is able to circle the word pronounced from each group. (90 percent accuracy)

2. Give a list of words, each word followed by three words, one of which is its antonym, synonym, or homonym, the student is able to circle the antonym, synonym or homonym for each word in the list. (85 percent accuracy)

3. Given orally a number of one-syllable words, the student is able to write the correct initial, or final consonant for each word pronounced. (90 percent accuracy)

4. Given orally a number of one-syllable words containing short or long vowel sounds, the student is able to write the letter and mark the vowel sound heard in each word. (90 percent accuracy)

5. Given orally a number of words containing the consonant digraphs: ch, 'sh, 'ph, 'wh, 'th, 'ng, 'gh, (as in cough, and 'ck, the student is able to write the correct digraph heard in each word pronounced. (85 percent accuracy)

6. Given orally a number of words containing consonant blends, the student is able to write the correct initial blend for each word pronounced. (85 percent accuracy)

7. Given a test sheet containing groups of three, the following letter combinations: ar, or, ir, er and ur, and a word pronounced for each group, the student is able to circle the correct letter combination heard in each word pronounced.

8. Given a test sheet containing, in groups of three, the following letter combinations: au, aw, ew, ow, ou, oi, oy and oo, and a word pronounced for each group, the student is able to circle the correct letter combination heard in each word pronounced.

9. Given sentences using words containing the different pronunciations of ear' as in 'hear', 'bear', 'heart', and 'early', by using the context the student is able to read the sentences orally.

10. Given sentences using words containing the different pronunciations of 'ea,' as in 'steak', 'bead', and 'bread', by using the context the student is able to read the sentences orally.

11. Given sentences using words containing the consonant elements 'kn,' 'wr,' and 'gn,' by using the context the student is able to read the sentences orally.

12. Given a written list of word pairs, both of which begin alike and end alike and only one of which contains the silent 'gh,' the student is able to circle such word pronounced. (85 percent accuracy)

13. Given a list of words beginning with the hard and soft sounds of 'c' and of 'g,' and each word followed by choice of three words, each beginning with the same letter but only one of the three beginning with the same sound as the first word in each group, the student is able to circle the word which begins with the same sound as the first word in each group. (80 percent accuracy)

14. Given a list of two-syllable words containing two like or unlike consonants on medial position, the student is able to divide the word correctly into syllables and label the letters according to the rule: vowel-consonant-consonant-vowel.

15. Given a list of two-syllable words, containing the pattern vowel-consonant-vowel, the student is able to divide the word correctly into syllables and label the letters according to the rule: vowel-consonant-vowel. (80 percent accuracy)

16. Given a list of two-syllable words in which the final syllable contains the 'le' ending, the student is able to divide the word correctly into syllables according to the rule: In words ending in 'le,' the final syllable begins with the consonant preceding the 'l.' (85 percent accuracy)

17. Given one-syllable adjectives containing a short or long vowel sound, the student is able to correctly add the suffixes 'er' and 'est' and write an original sentence for each newly formed word. (85 percent accuracy)

18. Given sentences containing blanks for which a verb or a form of that verb ending in 's,' 'ed,' or 'ing' must be supplied, the student is able to circle the correct verb for each blank.

19. Given sentences containing blanks for which a word must be supplied and a choice of words beginning with the prefixes 'be,' 'a,' 'un,' the student is able to supply the correct word according to the context of each sentence. (90 percent accuracy)

20. Give a list of sentences, each sentence containing a contraction, the student is able to supply the two words from which the contraction was formed. (90 percent accuracy)

21. Given two columns of words, the student, by selecting one word from each column, is able to form compound words. (90 percent accuracy)

22. Given a list of words, each word ending with a suffix, the student is able to write the root word from which the word was derived (90 percent accuracy)

23. Given sentences containing blanks with a root word beneath each blank was a choice of four suffixes: 'ion,' 'ful,' 'en,' and 'ly,' the student is able to write the newly formed word to fit the context of the sentence. (85 percent accuracy)

24. Given sentences or paragraphs containing a missing word or words and a choice of four words for each missing word or words, from the context the student is able to select that word which correctly completes the thought of the sentence. (80 percent accuracy)

25. Given several written paragraphs with titles missing, the student is able to supply for each paragraph a title relevant to information given in that paragraph.

26. Given paragraphs and four sentences below each paragraph, the student is able to number the sentences sequentially as they happened in the paragraph. (80 percent accuracy)

27. Given several open paragraphs and a choice of three possible predictions or conclusions for each paragraph, according to the information given in the paragraph the student is able to select the most logical prediction or conclusion.

28. Given several paragraphs, each of which requires student reaction to be inferred from the paragraphs, upon questioning the student is able to supply a logical reaction inferred from facts given within the paragraph.

29. Given a paragraph, and below each paragraph four questions pertaining to specific details, the student is able to answer each question correctly. (90 percent accuracy)

30. Given paragraphs with a choice of three main ideas below each paragraph, the studetn is able to select the correct main idea which is the subject of most or all of the sentences in the paragraph. (90 percent accuracy)

31. Given a story the student is able to retell the principal details of the story in proper sequence.

32. Given a test sheet with several sentences containing specific directions and activities, the student is able to read the directions and perform the indicated activities.

Activities:

1. Students in Basic Reading Skills are given the Stanford Diagnostic Reading Test, Form W, to ascertain their beginning reading level. They are then placed in materials to aid in correcting particular weakness (es).

2. Individual assignments are made on a weekly basis. Also, stations are being prepared so that a variety of approaches as well as individualization will be possible.

Resources include:

SRA Reading Laboratory
Reading for Understanding
R.S.V.P. Book 1,2,3
Developing Reading Skills, Book A,B,C
How to Read Better, Book I
Basic Reading Skills Workbook
Programmed Vocabulary
Wide-World

Evaluation: Pre- and post- tests will be the Nelson-Denny Reading Test, forms C and D.

To strengthen the student's ability to function in our Democratic Society, the function of government and the world of work were presented in a way that created an interest:

After a brief explanation of economics by the teacher, students will identify A) the language of economics, B) the characteristics of the American economic system, and C) explain the relationship among supply, demand, and price, by completing written exercises and field work with 70% accuracy.

After identifying the roles of a consumer, students will analyze A) consumer types, B) consumer demand, C) consumer credit, D) money management, E) consumer education, and F) consumer protection, by completing charts and field work, with 70% accuracy.

Applying the consumer's role and the producer's role in a capitalist economy, students will assess the effect of U.S. agriculture on the American economy and the world economy, by completing, with 70% accuracy, an activity program on the economics of food, produced by the U. S. Dept. of Agriculture.

After comparing the kinds of business organizations, students will analyze business combinations and the role of the U.S. gov't to regulate business by answering an objective test with 70% accuracy and doing library research.

After having analyzed job selection, students will examine procedures as to finding a job, proper procedures for applications and resumes by experiencing simulated activities and completing exercises with 70% accuracy.

Optional Objective: After teacher explanation, students will demonstrate how to file a federal income tax form.

After defining money and money types, students will demonstrate a knowledge of the role of banks, and the value of dollar changes by answering an objective test with 70% accuracy.

Through the use of charts, readings, and exercises, students will compare and contrast the economic systems of socialism, capitalism, and communism by writing an essay on comparative economic systems, and/or answering objective test with 70% accuracy.

TIME SPAN:

Number 1 - 3 days
Number 2 - 3 weeks
Numbers 3 and 4 - 3 weeks
Numbers 5 and 6 - 3 weeks
Number 7 - 3 weeks

America is made up of many cultures, all having something to offer; therefore, rather than learning only one, the students studied all:

Title of component activity: American Cultures (a sub-unit of BOLD)

Terminal Performance Objectives: Cognitive Domain (a) - upon completion of twelve week's study during the 1975-76 school year, the Title I (or Title I Migrant) participants in grades 10-12 on the high school campus will recognize cultural differences and similarities among minorities in the United State and (b) analyze the impact of recent movements among minority groups as measured by student-designed projects. Affective Domain (c) demonstrate awareness of a need to develop a personal value system based on logic rather than emotions as measured by reactions to value clarification situations.

Program Activity: American Cultures is a one-quarter course in which students have the option to investigate Mexican-American, American Indian, the Blacks, German-American, Jewish or other minorities; contributions, accomplishments, cultural traditions which are a part of the heterogenous American society. Women may also be studied as a minority group.

The inquiry approach will be followed by discussions for exchange of ideas, utilizing some encounter techniques. Materials will include writings of contemporary leaders and the NBC television series of Bicentennial programs. Seniors will enter the essay contest, "What Is An American?".

Evaluation Plan: (a) and (b)-a student-designed project will be evaluated as a post-test. (One pretest will be waived in view of the nature of the course.)

(c). The post-test will be class discussions following thought sheets from Sidney B. Simon's Value Clarification and Value Clarification Games.

Peer teaching proved to be valuable in developing the following courses, because everyone had to share:

Grade Placement: 9-12
Minimum quarters it may be taken: 1 quarter
Maximum quarters offered: 1 quarter
Prerequisites: None (Spanish speakers)
Textbook: conversational Spanish (English speakers)
Textbook: LaGitanilla
Usted y Yo Workbook and tapes

Instructional Objectives/Performance Objectives

A. Reading Skills: After learning the phonetic alphabet in Spanish, students must be able to start reading and understanding short, simple words, phrases and later sentences. The level of difficulty will progress with practice acquired in class. Before quarter is over students will have read La Gitanilla.
B. After learning the Spanish alphabet students should be able to write with at least 80 percent accuracy small simple words, phrases and later sentences. Attention will be given to correct spelling and accent placement during the last couple of weeks.

Content

A. Spanish phonetic alphabet
B. Reading (begin with simple words and phrases and gradually move toward more difficult words)
C. Written basic vocabulary (simple)
D. Work on reading and comprehension of La Gitanilla

Materials to be used:

1. Usted y Yo
2. La Gitanilla

Grade Placement: 9-12
Minimum quarters course may be taken: 1 quarter
Maximum quarters course offered: 1 quarter
Prerequisites: None
Textbooks: Muchas Facetas de Mexico, Tradiciones Mexicanas, Leyendas Mexicanas

FIRST QUARTER

Terminal Performance Objective: Students enrolled in the Mexican folklore, Dance and Song will be able to produce oral and written reports concerning the many cultures that inhabited Mexico. Through speaking, reading, and writing skills the student will strengthen and enlarge his basic proficiency in Spanish. Seventy-five percent accuracy or better is expected.

ActivitiesL Aural and Oral: Listening and reading Mexican legends and traditions.

Cultural: Participation in learning the basic steps to ten well-known regional dances:
a. Danza el Venado
b. El Taconazo
c. Danza Azteca
d. La Bamba
e. Jarabe Tapatio
f. Danza de los Viejitos
g. Los Quetzales
h. La Sandunga
i. Mesticita
j. Adelita

Materials: (Books) Muchas Facetas de Mexico - Jane Burnett
Leyendas Mexicanas - Genevieve Barlow and William N. Stivers
Refranero Popular Mexicano - Miguel Velasco Valdes

E. Evaluation Procedures: Oral and written presentation, projects and bi-weekly tests.

MEXICAN LITERATURE

Grade Placement: 11-12
Minimum quarters course may be taken: 1 quarter
Maximum quarters offered: 1 quarter
Prerequisites: Spanish I and II
Textbook: Historia de la Literatura Mexicana

FIRST QUARTER

Terminal Performance Objective: After being introduced to the Literature of Mexico from Prehistoric times to the modern period, the student will be able to analyze the literary works through written and/or oral reports demonstrating his speaking, reading and written skills with a performance of seventy-five percent accuracy or better.

Activities: Aural and Oral: Listening to discussions and reading about:

1. Obras Prehispanicas y poesias
2. Contemporaneas de la Conquista Hispana-Hernan Cortes
3. Sigle XVII - Sor Juana de la Cruz
4. Sigle XVIII - Francisco J. Clavi jero
5. Sigle XIX - Fray M. Navarrete
6. Sigle XIX - Jose Joaquin Fernandez de lizardi
7. Sigle XIX - Jose J. Gomez de la Cortina
8. Sigle XIX - Ignacio Ramirez
9. Sigle XIX - Jose Lopez-Portillo y Rojas
10. Sigle XX - Ignacio M. de Oca
11. Sigle XX - Mariano Azuela
12. Sigle XX - Octavio Paz

Materials: (Books) Histeria de la Literautra Espanola e Hiseria de la Literatura Mexicana - Guillermo Diaz-Plaja y Francisco Monterde
Historia de la Literatura Mexicana - Julie J. Rueda

MEXICAN CULTURE

Grade Placement: 10-12
Minimum quarters may be taken: 1 quarter
Maximum quarters offered: 1 quarter
Prerequisites: Spanish I
Textbook: Mexico and encyclopedias

I. Instructional and Performance Objectives:

A. The student will be able to read, discuss orally and see pictures of all these important places and people of Mexico

B. After reading and discussing about these places and people students should be able to write about them with at least an eighty percent accuracy, and better yet know their cultures.

II. Content of course - Mexican Culture

A. Legend - The Eagle and the Serpent

B. History of the Indian Tribes (2 major ones)
1. Toltecs
2. Axtecs

C. Legend of the "Sleeping Lady" and "Popo".

D. The Country
1. The States
2. The Capital
a. History of Tenochtitlan
b. History of its most important landmarks
(1) Churches - Cathedral and Basilica (legend)
(2) Castle of Chapultepec and its history
(3) National Palace
(4) Palace of Fine Arts
(5) Xochimilco
3. Famous Mexican Muralists
1. Diego Rivera
2. Clemente Orozco
3. David Alfara Siquieros
4. Roberto Montenegro

E. Cuernavaca
1. Borda Gardens at Cuernavaca
2. Cortez Palace

F. Taxco
1. Borda's Church
2. Silver Shops

G. Spanish Rule
1. Miguel Hidalgo y Costilla
2. Jose Morelos
3. Vicente Guerrero, and other heroes

H. Materials Used
1. Hand out on legends
2. Visual aids from Library and Department
3. Records of Patriotic Speeches (personal collection)

Evaluation: Oral grades, quizzes, tests

By pro rating our students in each of the classes described, we were able to offer student oriented classes without stigma." The problem with the procedure, however, is the possibility of not having the percentage correct. However, with odds like ours, it was fairly easy to balance.

In my present situation, pro-ration does not work because our members are not as defined. The problems that all schools in Texas face today are the inflexible guidelines created by the various agencies that deal with federal money, Title I, Title I Migrant, ESEA, Bilingual, Vocational, and Special Education.

Each of the programs receive their money from the same source; however, there must be a separation of students, equipment, and funds. This leads to waste because there is a duplication of equipment. For example, Title I Migrant can use Title I equipment, but Title I cannot use Migrant equipment. The same kind of problem exists with teachers, Title I Migrant teachers can teach only migrant students, while Title I teachers may teach either Title I or Migrant.

To eliminate these problems and to insure flexibility, I feel the following recommendation should be inacted:

1. Consolidate all federal programs, using Title I supervisors to regulate the applications for money in the State.

2. Eliminate single titles, Title I, Migrant, etc. Call all eligible students disadvantaged, thereby unifying all handicapped children, language, poor, migrant, LLD, severely and profoundly handicapped.

Through the use of the Orshansky formula and the Migrant St udent Record Transfer System, all students could be identified throughout the United States; funds could be determined and distributed to the State Education Agencies. The

local school district would then apply for funding on a multiple year grant. This would allow them to initiate their programs and know that they would have from three to five years to test, evaluate, and provide proof that the program is benefiting the students. In fairness to the students of rural and small school districts, federal funding should be based on the actual number of eligible students plus a percentage of additional monies. The monies received by the local district should be non-restrictive in their use. For example, the placement of teachers should be determined by the needs of the eligible students, Title I-Migrant, and Special Education. This would eliminate the projected need of a specific classification of teacher or aide. This format would also remove the duplication of materials and supplies because each school would purchase sufficient material and equipment to meet the needs of the eligible students. To insure proper use of the monies allocated, the State Education Agency would monitor the programs through onsite visits or written reports. Through consolidation of the programs and the increased involvement of the local school district in regulating the use of the money, students and teachers alike could enhance their self-image because their label would be removed.

The opportunity to become what we want to become is limited only by limits we place on ourselves. To educate the child is the responsibility of all adults, and the opportunities given to children today serve as the door opener that everyone needs. Through the assistance of federal funds, every school should have the opportunity to offer all children an equal education.

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